

RELATIONSHIP BETWEEN EDUCATION EXPENDITURE AND ECONOMIC GROWTH IN MYANMAR

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Abstract

The main purpose of this paper is to explore the impact of education expenditure on economic growth (GDP) in Myanmar. Using annual data for the period 1980 -2022, the analysis is done using time series econometrics methods such as Unit root (ADF) test, co-integration (Engle and Granger), Error Correction Model (ECM) and Granger causality test. The results of Augmented Dickey-Fuller test (ADF) indicates that all the variables are stationary at first difference, I(1). The study finds that cointegration tests confirm a stable, long-term relationship between the variables, indicating that changes in education spending are significantly associated with economic growth over time. The ECM results further demonstrate a significant positive impact of education expenditure on economic growth in both the short and long run. Granger causality tests reveal a bidirectional causal relationship, suggesting that not only does education expenditure influence economic growth, but economic growth also predicts education spending. These results can also underscore the critical role of educational investment in fostering economic growth and suggest that policies aimed at enhancing education funding could have substantial long-term benefits for Myanmar's economic development.

Keywords: Augmented Dickey-Fuller (ADF), Cointegration, Error Correction Model (ECM)

Introduction

Education expenditure refers to financial resources allocated by governments, institutions, and households towards educational activities and institutions. This includes spending on salaries for teachers and administrative staff, infrastructure development, educational materials, and other related expenses. The level and efficiency of education expenditure can significantly impact the quality and accessibility of education.

The allocation and utilization of education expenditure play a pivotal role in shaping the quality and accessibility of education in any country. In Myanmar, understanding the dynamics of education expenditure is particularly crucial due to the nation's ongoing efforts to reform and enhance its educational system amidst broader socio-economic transitions.

Education holds significant importance for Myanmar's economic growth and development. By investing in education and allocating resources towards enhancing the quality and accessibility of education, Myanmar can unlock its human potential and drive economic progress. A well-educated population fosters innovation, entrepreneurship, and productivity, which are crucial for sustaining long-term economic growth. Education equips individuals with the skills and knowledge necessary to adapt to changing economic landscapes, contribute to technological advancements, and participate effectively in the global economy.

Moreover, the correlation between education expenditure and economic growth in Myanmar needs to be interpreted in light of worldwide economic patterns and technological breakthroughs. Higher educated and skilled countries are better equipped to innovate and compete on the world stage in today's knowledge-based economy. People who have received a better education can able to think critically and solve problems, which is what propels technological

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innovation and increases productivity. Myanmar needs a workforce that is not just literate but also skilled in science, technology, engineering, and mathematics (STEM) in order to integrate into the global economy and make the move from an agrarian to a service-driven economy. Developing a curriculum that prioritizes these areas and gives pupils the necessary abilities for the job market of the future would need increasing education spending. Additionally, collaborations between academic institutions and business sectors can guarantee that the educational system continues to adapt to the changing demands of the labor market, improving economic productivity and employability.

The dynamics of Myanmar's labor market and the country's demographic changes are also significantly affected by education expenditure. The need for education and job possibilities will rise as the country's demographics changes, with a greater proportion of young people living there. This change in the population brings opportunities as well as challenges. This youthful population has the potential to be a major driver of economic growth if they receive the proper education and are incorporated into the economy. On the other hand, poor employment and educational possibilities may result in high unemployment rates, social unrest, and the squandering of potential. Therefore, making strategic investments in education is essential to maximizing the demographic dividend and guaranteeing that the younger generation can make a significant economic contribution. Furthermore, by increasing public understanding of environmental challenges and encouraging responsible resource management, education is essential in advancing sustainable development. Well informed public is more likely to adopt eco-friendly behaviors and promote long-term economic viability. Therefore, spending on education not only promotes rapid economic growth but also builds resilience to upcoming environmental and economic shocks and promotes sustainable development.

Finally, education and education expenditure are crucial drivers of economic growth and development in Myanmar. By investing in education, Myanmar can unlock its human capital potential, promote inclusive growth, and build a competitive economy that thrives in the global arena. Therefore, this study attempted to explore the impact of education expenditure on economic growth in Myanmar.

Literature Review

Previous studies provide a foundation of existing knowledge, theories, and methodologies. Thus, the following related studies were searched for this current study.

Houcine et al. (2021) investigated the relationship between education outputs, Education expenditure, and economic growth in Saudi Arabia for the time period of 1986–2016. The study used the Autoregressive Distributed Lag (ARDL) model to figure out a long-term relationship between the studied variables. Their findings indicated a positive and significant relationship between education expenditure and economic growth in the long term by providing a 1% increase in public expenditure in education contributes 18% increase in GDP per capita in the long run. But there is a non-significant positive relationship appeared in the short-term.

Dhar (2022) conducted a thorough investigation for the public expenditure for education and economic growth in Bangladesh, spanning the years from 1980 to 2019. The study used time series econometrics analysis such as the Johansen co-integration test, Granger causality test, impulse responsive function, variance decomposition, and different empirical tools based on the

vector autoregressive model to explore the short-run and long-run relationship between educational expenditure and economic growth. According to the Johansen's test results showed that there are two co-integration equations, which indicate that there is a long-run relationship between the variables.

Ziberi et al. (2022) conducted in North Macedonia employs an Instrumental Variable Two-Stage Least Square (IV-2SLS) econometric model to investigate the impact of public expenditure on education on economic growth. The study utilized secondary data from the World Bank Indicators spanning the period from 1917 to 2020 to analyze the relationship between public expenditures on education and key macroeconomic indicators. The findings of the study reveal significant insights into the effects of education expenditure on economic growth in North Macedonia. The results indicated that an increase in public expenditures on education positively influences economic growth in the country. Moreover, the study highlighted unexpected outcomes, such as the positive impact of unemployment and the negative impact of employment on economic growth, underscoring the complexities of the labor market dynamics in North Macedonia.

Wang and Zhang (2024) studied to examine the effectiveness of education investment in driving economic growth. A regression model is established using the panel Ordinary Least Square (OLS) model using data sets for Asian least developed, developed, and developing countries from 1995 to 2015, along with a case study focusing on China and Malaysia. According to the regression model, countries with stable and comparatively more developed economies see higher economic development as a result of public spending on education. This study examined the connections between six variables pertaining to public education expenditure and discovered that funding secondary education is strongly correlated with significant economic rewards.

Materials and Methods

This study employs a quantitative research design and involves secondary data collection. Data on Myanmar's education expenditure, and economic growth rate from 1980 to 2022 were obtained from the Ministry of Education, the Central Statistical Organization and the Statistical Yearbook of Myanmar. However, education expenditures from other ministries, such as the Ministry of Science and Technology, Ministry of Natural Resources and Environmental Conservation, the Ministry of Health and Ministry of Cooperation did not contain in this study. Despite these limitations, the study aims to provide valuable insights into the impact of education expenditure on economic growth in Myanmar. The descriptive analysis was used to explore education expenditure in Myanmar from 1980 to 2022. Moreover, the Vector Error Correction Model (VECM) was used to analyze the impact of education expenditure on the economic growth rate in Myanmar.

Tests of Stationarity

The Augment Dickey -Fuller test is unit root test for stationary. This test conducted by “augmenting” the preceding three equations of DF test by adding the lagged values of the dependent variable, Δy_t . The ADF test here consists of estimating the following regression:

$$\Delta y_t = \alpha + \gamma y_{t-1} + \lambda t + \sum_{i=1}^m \beta_i \Delta y_{t-i} + u_t$$

where, u_t is a pure white noise error term and where $\Delta y_{t-1} = (y_{t-1} - y_{t-2})$, $\Delta y_{t-2} = (y_{t-2} - y_{t-3})$, etc. The number of difference terms to include is often determined empirically, the idea being to include enough terms so that the error term in eq (1) is serially uncorrelated, so that it can obtain an unbiased estimate of λ , the coefficient of lagged y_{t-1} . In ADF test whether $\gamma = 0$ and ADF test follows the same asymptotic distribution as the DF statistic, so the same critical values can be used.

Testing for Cointegration

For single equation, the simplest tests of cointegration are DF and ADF unit root tests on the residuals estimated from the cointegration regression. These modified tests by the Engle Granger (EG) and Augmented Engle Granger (AEG) tests. Cointegration deals with the relationship among a group of variables. Test for cointegration involve the following steps:

Step 1: Test the variables for the variable's order of integration

The first step is to test each variable to determine its order of integration. The Dickey Fuller and the Augmented Dickey-Fuller tests can be applied in order the number of unit roots in each of the variables. Here might face three cases:

- (1) If both variables are stationary (I (0)), it is not necessary to proceed since standard time series methods apply to stationary variables.
- (2) If the variables are integrated of different orders, it is possible to conclude that they are not cointegrated.
- (3) If both variables are integrated of the same order, proceed with step two.

Step 2: Estimate the long-run relationship.

If the result of step 1 indicate that both X_t and Y_t are integrated of the same order (usually I (1)) in economics, the next step is to estimate the long-run equilibrium relationship of the form:

$$Y_t = \hat{\alpha} + \hat{\beta}X_t + \hat{u}_t$$

and obtain the residuals of this equation.

If there is no cointegration, the results obtained will be spurious. However, if the variables are cointegrated, OLS regression yields consistent estimators for the cointegration parameter $\hat{\beta}$.

Step 3: Check for (cointegration) the order of integration of the residuals.

In order to determine of the variables are actually cointegrated, denote the estimated residual sequence from the equation by $\hat{u}_t$. Thus, $\hat{u}_t$ is the series of the estimated residuals of the long-run relationship. If these deviations from long-run equilibrium are found to be stationary, X_t and Y_t are cointegrated.

Step 4: Estimate the error correction model.

If the variables are cointegrated, the residuals from the equilibrium regression can be used to estimate the error correlation model and to analyze the long-run and short-run effects of the variables as well as to see the adjustment coefficient, which is the coefficient of the lagged residual terms of the long-run relationship identified in step 2.

Equilibrium Correction or Error Correction Model

The Error Correction Model is a mean of reconciling the short-run behavior of an economic variable with its long-run behavior. Granger representation theorem, states that if two variables Y and X are cointegrated, the relationship between the two can be expressed as ECM. Now consider the following model

$$\Delta y_t = \beta_1 \Delta x_t + \beta_2 (y_{t-1} - \gamma x_{t-1}) + u_t$$

This model is known as an error correction model or an equilibrium correction model, and $y_{t-1} - \gamma x_{t-1}$ is known as the error correction term. The error correction term should be negative signed, indicating a move back towards equilibrium; a positive sign indicates movement away from equilibrium. Provided that y_t and x_t are cointegrated with cointegrating coefficient γ , then $(y_{t-1} - \gamma x_{t-1})$ will be $I(0)$ even though the constituents are $I(1)$. It is thus valid to use OLS and standard procedures for statistical inference on (3). If is of course possible to have an intercept in either the cointegration term (e.g. $y_{t-1} - \alpha - \gamma x_{t-1}$) or in the model for Δy_t ($\Delta y_t = \beta_0 + \beta_1 \Delta x_t + \beta_2 (y_{t-1} - \gamma x_{t-1}) + u_t$) or both.

Granger-Causality Test

The Granger causality test is a statistical hypothesis test for determining whether one time series is useful in forecasting another. Granger causality is a way to investigate causality is that a variable X Granger-causes variable Y if variable Y can be better predicted using the histories of both X and Y than it can be predicted using the history of Y alone. The test involves estimating the following pair of regressions:

$$y_t = \sum_{i=1}^n \alpha_i x_{t-i} + \sum_{j=1}^n \beta_j y_{t-j} + u_{1t}, \quad x_t = \sum_{i=1}^n \lambda_i x_{t-i} + \sum_{j=1}^n \delta_j y_{t-j} + u_{2t}$$

where, it is assumed that the disturbances u_{1t} and u_{2t} are uncorrelated.

Causality can be distinguished into four cases by the following.

1. Unidirectional causality from X and Y is indicated if the estimated coefficients on the lagged X are statistically different from zero as a group and the set of estimated coefficients on the lagged Y is not statistically different from zero.
2. Conversely, unidirectional causality from Y to X exists if the set of estimated coefficients is not statistically different from zero.
3. Bilateral causality is suggested when the sets of X and Y coefficients are statistically different from zero in both regressions.
4. Finally, independence is suggested when the sets of X and Y coefficients are not statistically significant in either of the regressions.

Results And Discussion

To determine whether there is cointegration education expenditure and economic growth rate in Myanmar, firstly, it is need to find the order of integration of the variables. Testing for unit root and determine the order of integration for two variables by employing tests devised by Augmented Disckey-Fuller (ADF). The test results are shown in the following tables.

ADF Test Results for Education Expenditure in Myanmar

Test		t- statistics	Prob
ADF	level	-0.6880	0.8497
	1 st difference	-7.770	0.0000
Critical value	1%	-3.641	
	5%	-2.955	
	10%	-2.611	

According to the above table, the ADF (level) test statistic is -0.6880 with associated significance of 0.8497 which is greater than 0.05. Thus, the null hypothesis is failed to reject and

conclude that the non-difference data is not stationary. After the first difference, the test statistic is -7.770 with the probability 0.0000 which is less than 0.05. So, the null hypothesis is rejected and concluded that the first difference data is stationary. It can also be conclude that education expenditure is stationary at the order of integration 1, I(1). Similarly, the economic growth of Myanmar was checked to be stationary or not. The tests results are described in the following table.

ADF Test Results for Economic Growth of Myanmar

Test		t-statistic	Prob
ADF	level	-2.799	0.0584
	1 st difference	-6.585	0.0000
Critical value	1%	-3.641	
	5%	-2.955	
	10%	-2.611	

According to the above table, the ADF (level) test statistic is -2.799 with associated significance of 0.0584 which is greater than 0.05. Thus, the null hypothesis is failed to reject and concluded that the non-difference data is not stationary. After the first difference, the test statistic is -6.585 with the probability 0.0000 which is smaller than 0.05. So, the null hypothesis is rejected and concluded that the economic growth is stationary by taking first differencing.

After determining the order of integration for two variables, the next step is test of Cointegration and Lag Length Selection between Education Expenditure and Economic Growth in Myanmar. The test results are given in the following table.

Lag-order Selection Cointegration between Education Expenditure and Economic Growth in Myanmar

Sample: 1984 to 2022

Number of Observations = 39

Lag	LL	LR	df	p	AIC	HQIC	SBIC
0	-711.229				36.5758	36.6064	36.6611
1	-663.616	95.225	4	0.000	34.3393	34.4311	34.5952
2	-654.532	18.168	4	0.001	34.0786	34.2316	34.5051
3	-643.236	22.593*	4	0.000	33.7044	33.9187*	34.3016*
4	-639.065	8.3406	4	0.080	33.6957*	33.9711	34.4635

* Optimal lag

Source: Stata output.

According to the result, for analyzing the connection between education spending and economic growth in Myanmar from 1980 to 2022, using a lag of 3 periods provides the most statistically fitting model. This conclusion is supported by lower values in criteria such as, AIC, HQIC, and SBIC. Based on the lag-order selection criteria (FPE, AIC, HQIC, and SBIC), lag 3 appears to be the optimal lag for the cointegration model between education expenditure and economic growth of Myanmar.

Cointegration between Education Expenditure and Economic Growth in Myanmar

Trend: Constant

Number of Observations = 40

Sample: 1983 to 2022

Number of lags = 3

Maximum rank	Parameter	LL	Eigenvalue	Trace statistic	Critical value 5%
0	10	-668.73		19.59	15.41
1	13	-659.41	0.37	0.95*	3.76
2	14	-658.93	0.02		

* Selected rank

Source: State output.

Above table shows that there is a stable, long-term relationship between education expenditure and economic growth in Myanmar. This was indicated by the presence of one cointegrating vector, as suggested by the selected rank of 1. Comparing the trace statistic with the critical value, it was found that the trace statistic (0.95) is smaller than the critical value, indicating evidence of cointegration between the variables. So, it can be concluded that there exist two integrating relationships, which implies that there exist two cointegrating linear combinations that are stationary. Also, it can be found that the variables share a long-run equilibrium relationship among them. Then, Error Correction Model (ECM) was applied to understand a short run interaction between variables.

Error Correction Model of Education Expenditure and Economic Growth in Myanmar

The Error Correction Model (ECM) was used to examine how variables relate to one another over the long and short run. The ECM describes how quickly a dependent variable, following a change in another variable, returns to its long-run equilibrium. It includes a process that pulls a variable out of disequilibrium and back into its long-term relationship. Both the short-term dynamics and the long-term equilibrium relationship between the variables are captured by the model.

The cointegration equation in the ECM illustrates the long-term relationship between the variables. The cointegration test, which ascertains if the variables have a stable long-term relationship, is the source of this equation. Usually, the cointegration equation is expressed as a linear combination of the variables, with coefficients denoting the long-term relationship.

The error correction term (ECT) in the ECM encapsulates the short-run dynamics. After an equilibrium deviation, the ECT calculates how quickly the dependent variable returns to its long-run equilibrium. In addition to reflecting the short-term relationship between the variables, it displays the disequilibrium correction process.

To determine whether there is short-run equilibrium between education expenditure and economic growth of Myanmar, the error correlation model was applied. Since the two variables are cointegrated, the relationship between education expenditure and economic growth can be expressed as ECM.

The Coefficients of Vector Error Correlation Model

Beta	Coefficient	Standard Error	Z	P-value	95% Of Conf. Interval	
GDP	1	.	.	.	.	.
Edu. Exp.	-22.0984	3.068015	-7.20	0.000	-28.108	-16.0816
Cons	6609151	.	.	.	.	.
Chi-square	(51.86392)	(P value- 0.000)				

The chi-square statistic of 51.86392 with a **p-value of 0.000** indicates that the overall cointegration model is highly significant. This suggests strong evidence of a long-term equilibrium relationship between education expenditure and economic growth. The null hypothesis of no cointegration is rejected, meaning that these variables move together in the long run, despite short-term fluctuations.

The error correction model of economic growth on education expenditure was estimated as follows:

$$\text{GDP} = -22.09 \text{ Edu. Exp.} + 6609151$$

(3.06)

The cointegration analysis between GDP and education expenditure shows a significant long-term relationship. With GDP normalized as the dependent variable, education expenditure is found to have a negative coefficient of -22.09. This suggests that an increase in education expenditure is associated with a decrease in GDP in the long run, which is counterintuitive as education investments are generally expected to boost economic growth by enhancing human capital. The coefficient is highly significant, with a p-value of 0.000, indicating that the relationship is statistically significant. This negative relationship between education expenditure and GDP may point to inefficiencies in how education spending is being utilized or lag effects, where the positive impacts of education investments take longer to materialize in the economy. Further investigation is required to explore the underlying factors contributing to this unexpected outcome. The constant term of 6,609,151 represents the long-term equilibrium level of GDP in the absence of changes in education expenditure.

Long Run Model between Education Expenditure and Economic Growth in Myanmar

Economic Growth	Coefficient	Standard Error	t	P-value
Edu Exp	0.00000566***	0.000	2.86	0.007
Constant	-0.39626530	0.721	-0.55	0.586

Source: Stata output.

Note: (*, **, ***) means 10%, 5% and 1% significant level).

According to the above Table, the coefficient of education expenditure indicates that, on average, one-million increase in education expenditure is associated with an increase of 0.00000566 in economic growth rate in Myanmar. The coefficient is statistically significant at the 0.01 level, as the p-value is less than the significance level. This suggests that education expenditure has a positive and significant impact on GDP growth in the long run.

The constant term represents the intercept of the regression equation. However, in this case, the coefficient is not statistically significant, as the p-value of 0.586 is greater than the significance

level of 0.01. This indicates that the constant term does not have a significant impact on the economic growth in the long run.

Short Run Model between Education Expenditure and Economic Growth in Myanmar

GDP Growth	Coefficient	Standard Error	t	P-value
Edu Exp	0.00000566***	0.000	3.02	0.004
Error	-0.2099932	0.188	-1.11	0.273
Constant	-0.4747288	0.743	-0.64	0.527

Source: Stata output.

Note: (*, **, *** means 10%, 5% and 1% significant level).

The coefficient of education expenditure in the above table indicates that, on average, one-million increase in education expenditure is associated with an increase of 0.00000566 in economic growth in the short run. The coefficient is statistically significant at the 0.01 level, as the p-value of 0.004 is less than the significance level. This suggests that education expenditure has a positive and significant impact on economic growth in the short run.

The coefficient represents the impact of the error term on economic growth. However, in this case, the coefficient is not statistically significant, as the p-value of 0.273 is greater than the significance level of 0.01. This indicates that the error term does not have a significant impact on the economic growth in the short run.

Based on these results, it can be concluded that education expenditure has a significant positive impact on economic growth in the short run in Myanmar. However, the error term and the constant term do not have a significant impact on the economic growth in the short run.

Testing for Granger-Causality of Education Expenditure and Economic Growth in Myanmar

To determine the causal relationship between the two variables: the education expenditure and the economic growth in Myanmar- the Granger Causality test was utilized. It was concluded that the education expenditure granger causes the economic growth since the p value of one variable, the economic growth, was considerably to forecast the value of the variable of the education expenditure. The Pairwise Granger Causality test results are displayed in the following Table.

Granger-Causality of Education Expenditure and economic Growth in Myanmar

Null Hypothesis	Chi ²	P-value	Decision
Education expenditure does not granger cause economic growth rate	15.856***	0.000	Reject
Economic growth rate does not granger cause education expenditure	9.8984***	0.007	Reject

Source: Stata output.

Note: (*, **, *** means 10%, 5% and 1% significant level).

The Granger-Causality test results point to a substantial causal relationship between GDP growth and education expenditure. The test demonstrated the granger causal relationship between economic growth and education expenditure, indicating that variations in economic growth rate

may accurately forecast the amount spent on education. This suggests that differences in the economic growth may be used as a predictor or explanation for changes in the amount spent on education in Myanmar.

On the other hand, the test also showed that economic growth is granger caused by education expenditure. This implies that variations in the amount spent on education may accurately forecast the economic growth. As a result, changes in education expenditure may be utilized to forecast or explain changes economic growth in Myanmar.

Overall, the Granger-Causality test results show that there is a bidirectional causal relationship between economic growth and education expenditure. The economic growth can be impacted by changes in education expenditure, and vice versa. These results demonstrate the relationship between education expenditure and the country economic expansion. It highlights the significance of taking education into account as a critical component in economic development plans and implies that policies intended to promote education investment may have a beneficial influence on economic growth and vice versa.

Conclusion

The empirical analysis conducted in this study offers valuable insights into the complex relationship between education expenditure and economic growth in Myanmar. Over the examined period from 1980 to 2022, the study employed cointegration analysis, Error Correction Model (ECM), and Granger-Causality tests to discern patterns and interactions between these key economic variables.

The cointegration analysis revealed a stable, long-term relationship between education expenditure and economic growth. This signifies that changes in education spending exhibit a sustained impact on economic growth over extended periods. The presence of one cointegrating vector implies a shared stochastic trend, emphasizing the enduring importance of education in the economic development of Myanmar. The ECM further contributed to understand by highlighting the short and long-term dynamics between education expenditure and economic growth. The positive and significant impact of education expenditure on economic growth in both temporal dimensions underscores the critical role of educational investments in fostering economic expansion. The bidirectional causal relationship uncovered by the Granger-Causality tests accentuates the dynamic interaction between economic growth and education expenditure, suggesting a symbiotic relationship between the two variables.

In terms of policy implications, these findings underscore the importance of prioritizing education in Myanmar's development agenda. Policymakers should recognize the bidirectional nature of the relationship, wherein economic growth influences education spending and vice versa. Crafting holistic policies that address both economic and educational objectives is essential for sustained and inclusive development. The positive impact of education expenditure on economic growth suggests that investments in education can serve as catalysts for economic prosperity. As Myanmar continues to navigate economic and social transitions, informed policy decisions in the education sector can play a pivotal role in fostering sustainable economic growth.

To enhance the impact of educational investments, it is essential for policymakers to focus on creating a robust framework that ensures efficient utilization of resources. Implementing mechanisms for monitoring and evaluating educational expenditures can help identify areas where

funds are most effectively used and where improvements are needed. This data-driven approach will enable the formulation of policies that are responsive to actual needs, promoting transparency and accountability in the education sector. Additionally, fostering public-private partnerships can mobilize additional resources and expertise, further boosting the quality and reach of educational programs.

Moreover, addressing disparities in education access and quality between urban and rural areas should be a priority. Policymakers must design and implement inclusive education policies that cater to the needs of marginalized and underserved communities. Ensuring equitable access to quality education across different regions will not only enhance overall educational outcomes but also contribute to reducing socio-economic inequalities. Investing in teacher training, infrastructure development, and digital learning tools can bridge the gap between urban and rural education systems, paving the way for a more balanced and sustainable economic growth trajectory. By prioritizing these strategic initiatives, Myanmar can harness the full potential of its human capital, driving long-term economic prosperity.

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